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ABSTRACT

Information on planning career events in Alberta, Canada, is presented in this guide. Information is divided into these 10 areas: (1) establishing a realistic timeline; (2) setting goals and clarifying one's purpose; (3) establishing support and selling the idea; (4) setting the budget and anticipating expenses with a sample budget; (5) establishing a committee and sharing the task, including publicity, audio-visual committee, staff reminder, hospitality committee, speaker and displayer meal, displays committee, career event brochure committee, and teacher/student host committee; (6) choosing the format and making it fit the situation; (7) preparing students, including elementary and junior/senior high student activities; (8) organizing the speakers, including speaker invitation, guest speaker reply, suggestions for career speakers, displayer invitation, request for display, speaker information, and speaker/displayer thank you; (9) evaluating the event, including sample speaker evaluation, student evaluation, and student timetable/evaluation forms; and (10) meeting the challenges and possible solutions. Other ideas for career events are also presented: career panels, tours, evening activities, job shadowing, and fun activities. Suggested career planning resources and a sample application form are also included. (ABL)

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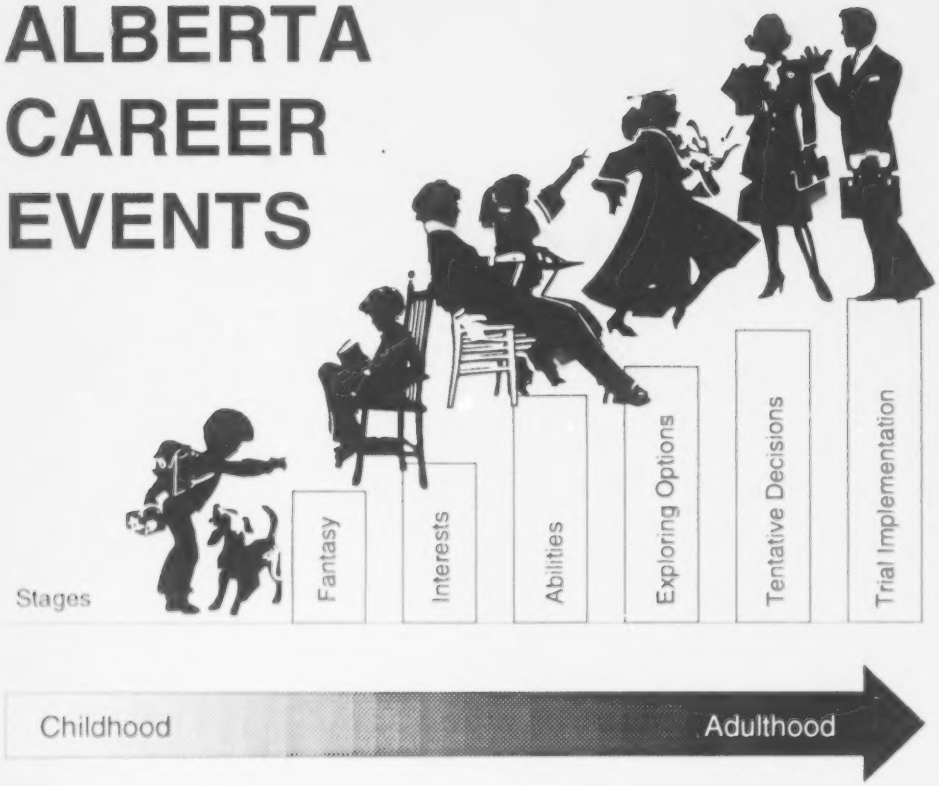

A Planning Guide and Workbook for Counsellors and Teachers

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A Planning Guide and Workbook for Counsellors and Teachers

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Foreword

Alberta Education views career education as an integral component of the total school program. One of the department's Goals of Schooling relates directly to career education, i.e. to acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work. Career education is available to students through the school curriculum and as a major focus of the guidance and counselling services in Alberta schools. The health curriculum at the elementary and junior high levels and the CALM curriculum at the senior high level contain themes related to career awareness and exploration. Career education has a prominent position along with educational and personal/social areas in the delivery of comprehensive guidance and counselling services. A recent Alberta Education survey on the CALM course revealed that students ranked career information as their number one priority. The focus on career education with a developmental approach is described in the manual *Guidance and Counselling Services in Alberta Schools* (1986).

There are a number of themes that characterize a comprehensive career education program: staff commitment; goal setting and planning; partnerships with the community; and administrative support. Alberta Career Days (ACD) is one significant element that contributes to a comprehensive career education program at the high school level. ACD is co-sponsored annually by Alberta Education, the Educational Liaison Association of Alberta (ELAA) and local school jurisdictions in which the events are held. The majority of school jurisdictions host an ACD or major career event every second year. The main purpose of ACD is to provide high school students with an awareness of the wide variety of career opportunities available, and the diversity existing in the labor market. This career event allows students to receive information and ask questions in one day, from a wide range of resource people regarding career planning. Although ACD is not available at the elementary and junior high school levels, career events for these students are organized locally, also with a focus on career awareness. Successful career events for elementary and junior high school students often involve several smaller events scheduled over an extended period.

Career events have great potential benefits for Alberta students. This guide contains the keys to successful career events for elementary, junior and senior high school levels. The guide's strategies and tips have been compiled from many successful career events held throughout the province over several years.

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How To Use This Guide

Alberta Career Events uses a workbook approach and contains:

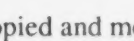
- Information regarding all aspects of planning and hosting Career Events at all levels; Elementary, Junior and Senior High School
- Sample handouts and letters that may be copied and modified to suit individual Career Events
- Sample timetables, budgets, agendas.

The **content** of the resource is based on information and suggestions gained from seasoned Career Day coordinators and specialists and reflects years of accumulated experience.

The **intention** of the resource is to provide an overview of planning and hosting a major Career Event with the **expectation** that you, the user, will **pick and choose**, **scale down or up** and, **adapt** the information to your unique school and situation.

For example, the sample timeline provided illustrates one year of planning. Scaling down planning into six months, however, may be more appropriate to your situation.

The **workbook** approach has been chosen to encourage you to actively use the resource as your own planning guide. Checklists and space for your *Notes* allow you to adapt the information to your particular Career Event.

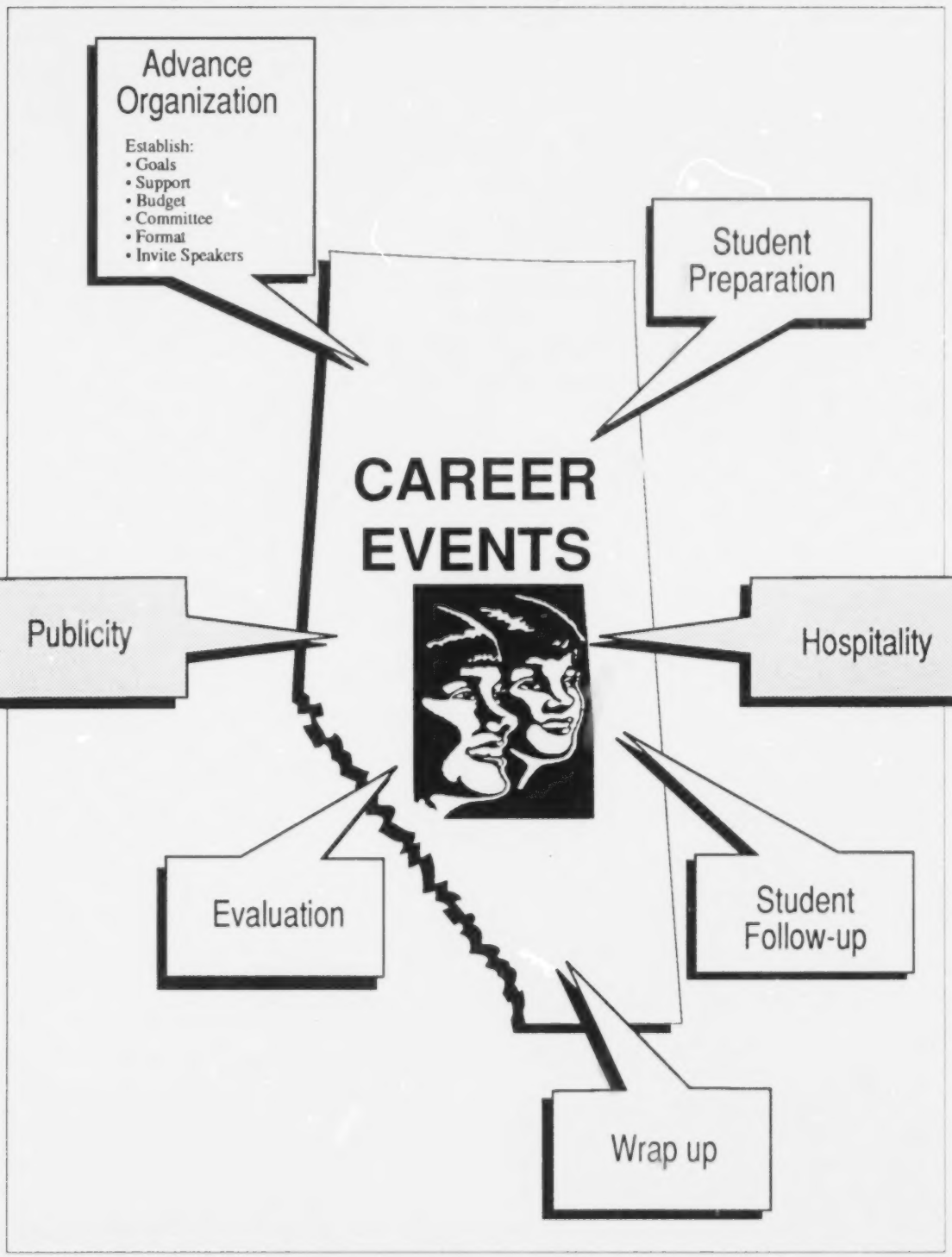
Pages that may be photocopied and modified are indicated by the symbol  . These pages are integrated into the text of the resource as they also provide useful planning information.

And lastly . . . Career Days vs. Career Events

The term Career Events has been used in place of the term Career Days throughout this resource. Historically, the term Career Day has come to symbolize a variety of career exploration activities in Alberta, often at the high school level, including half day, full day and evening presentations involving speakers, panels, displayers, demonstrations and tours. The use of the term Career Events is an expansion of the term Career Day in that it reinforces the variety of schedules and activities that are a part of successful career development programs at all levels.

Overview of Planning Career Events

Elementary, Junior and Senior High School Levels



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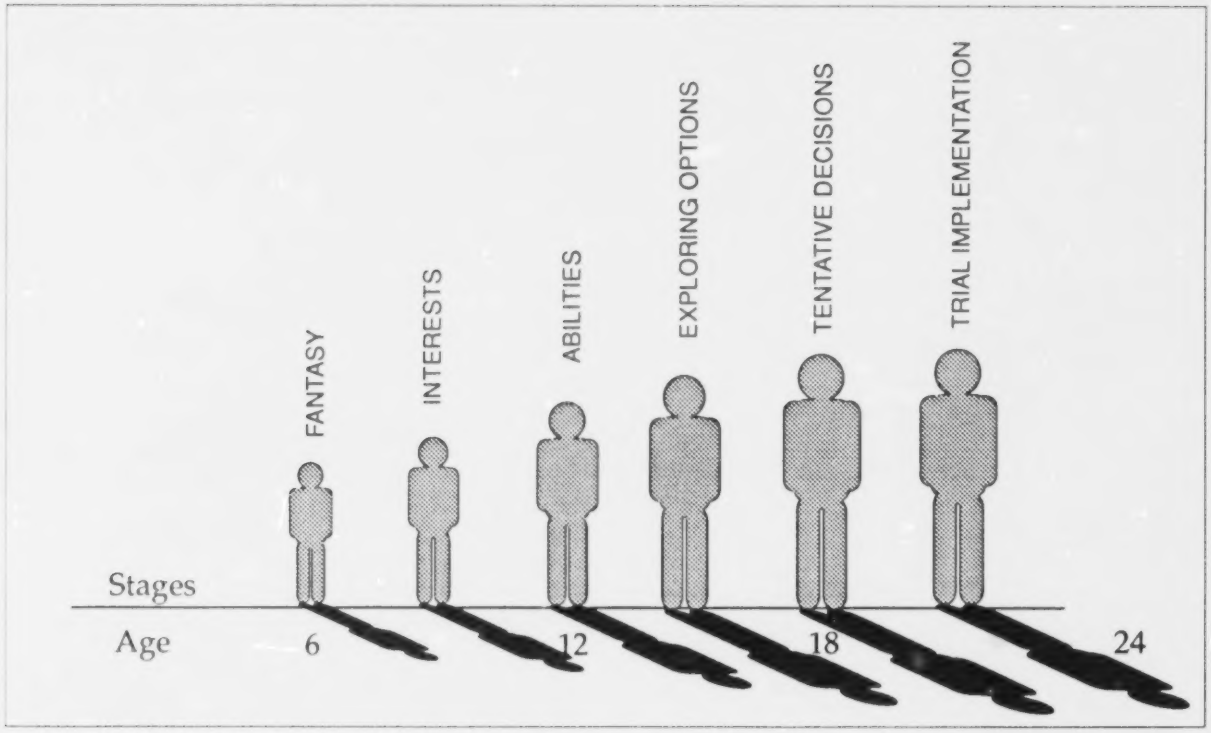
Career Development

(Based on Super's Developmental Model)

Stages of Career Development



Magnusson/Day 1992

Characteristics of Career Development

Pre-School	Elementary	Junior High	Senior High
Develop awareness **Foster** play **about** work **Stimulate** imagination **Neutralize** gender bias	**Promote** self-awareness **Develop** personal skills **Link** interests to future activities **Expand** options **Explore roles**	**Link** abilities to future activities **Expand** options **Experience** roles **Initial** career planning skill development	**Integrate** values, interests, abilities into career planning **Expand** options **Develop** career related skills **Practise** roles **Develop** attitudes/skills of planning

- The purpose of Career Events at all ages is to enhance career awareness and exploration.
- Activities should reflect the developmental stages of students.

Career Event Coordinator

Suggested Responsibilities:

- ☐ Establish timeline
- ☐ Set goals
- ☐ Establish support
  - School Board
  - Superintendent
  - School Administration
  - Teachers
  - Support Staff
- ☐ Review evaluation information from past Career Events
- ☐ Establish budget
- ☐ Send approved budget and application to Alberta Education (if participating in Alberta Career Days. See sample application form in Appendix.)
- ☐ Establish committee
- ☐ Set committee meeting dates and agendas
- ☐ Choose format of event
- ☐ Select and invite speakers and displayers
- ☐ Oversee student preparation
- ☐ Preregister students
- ☐ Establish master timetable
- ☐ Ensure publicity is ongoing
- ☐ Confirm speakers and displayers
- ☐ Compile and distribute speaker and displayer information packages
- ☐ Distribute information regarding AV and display requests to appropriate subcommittees

You're reading this resource...

You could be the next coordinator in your school!!

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- ☐ Establish evaluation forms and procedures
  - speakers
  - students
  - parents
  - teachers

- ☐ Distribute student timetables

- ☐ Administer evaluation
  - ensure summaries filed for reference for the next Career Event

- ☐ Ensure student follow-up
  - classroom activities
  - further information
  - job shadowing
  - information-gathering interviews

- ☐ Supervise general follow-up including thank you letters
  - speakers and displayers
  - student hosts
  - teachers, support staff
  - parents

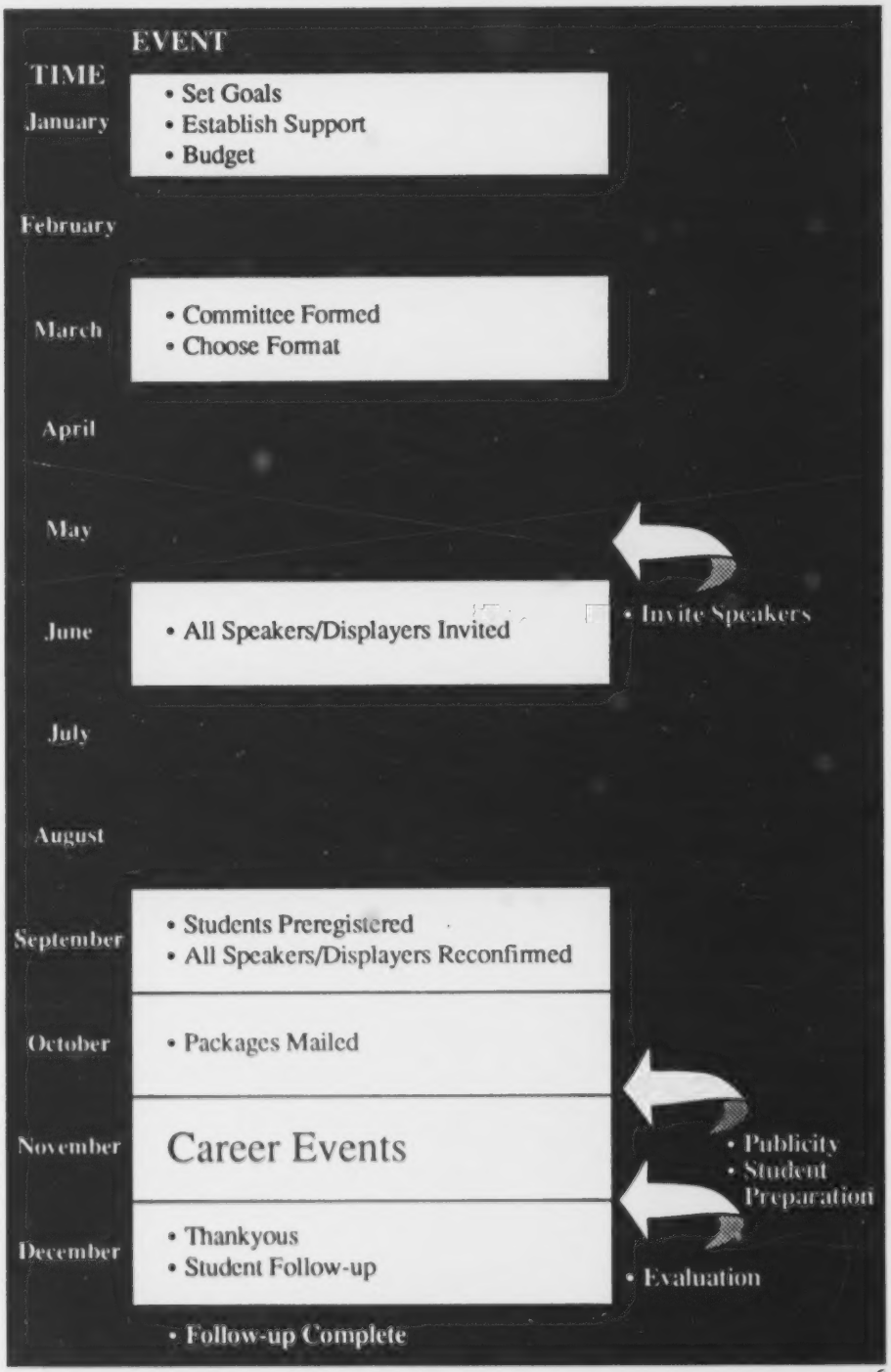
Notes:

"Employment Equity?
41% of women and 84% of men earn over $27,500"
(Employment Equity Act Annual Report 1990)

Steps in Planning Career Events

1 Establishing a Timeline - Make it Realistic!

SAMPLE TIMELINE



My Timeline

Identify tasks to be completed at appropriate times

Month

	Career Events

NOTES

2 Setting Goals - Clarify Your Purpose!

Advance Planning is the Key

For students the Career Event will provide an opportunity to:

- ☐ gain an awareness of the great variety of occupations that exist.
- ☐ engage in career planning activities through advance preparation.
- ☐ explore a number of occupational areas.
- ☐ gain information regarding postsecondary education and/or training.
- ☐ engage in follow-up action regarding career planning.

For staff to:

- ☐ network with others.
- ☐ enhance awareness of variety of career options.
- ☐ raise positive profile of school.

For parents and community to:

- ☐ enhance awareness of career development process.
- ☐ participate in a career event.

My goals: Those listed above plus . . .

for students: _____

for staff: _____

for parents and community: _____

Others: _____

"Approximately 205 of today's occupations will not exist by the year 2000. Educational requirements of the 'new' occupations will be at least a high school diploma, but more likely postsecondary education."
(*Career Development News, Volume 12, Number 1, May 1991)*

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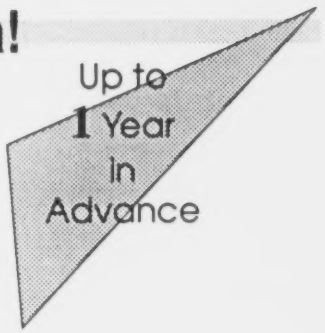
3 Establishing Support - Sell the Idea!



- Present and explain concept to:
  - School Board
  - Superintendent/Designate
  - School Administrators
  - Teachers
  - Support Staff
  - Parents
  - Students - key student groups might include Student Council, Peer Support Team, Student Leadership Group, CALM and Health Classes

- Presentation could include:
  - Goals of Career Event
  - Value to students, parents
  - Benefit to staff
  - Opportunity to showcase school
  - Positive public relations

- Ensure clerical support is available to all committees

- Consider using incentives
  - e.g. free Career Event T-shirts, free lunch to committee members

Notes:

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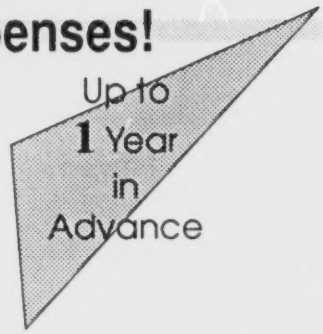
4 Setting the Budget - Anticipate Expenses!



- Establish a comprehensive budget at the beginning of the planning period.
- Seek approval of the budget from school administration and school board.
- Stick to the established budget.

Possible Budget Items: ***Estimated Cost***

1. **Copying and printing** _____
   - **Speaker** invitations, confirmations, thank you letters, information kits _____
   - **Student** preparation, survey, registration, timetables, career planning activities _____
   - **Teacher** memos, information kits, thank you letters _____
   - Posters, room signs _____
   - Career Event Programs _____

   Copying and Printing Total _____

2. **Hospitality**
   - Meal _____ guests @ _____ _____ _____
   - Donuts, muffins ____ doz. @ _____ _____ _____
   - Coffee, juice _____ _____ _____

   Hospitality Total _____

3. **Rental/Transportation of AV Equipment** _____

4. **Speaker Appreciation** _____
   (Certificates, Pins, T-shirts)

5. **Mailing** _____

6. **Telephone (Long Distance)** _____

7. **Computer Costs** _____

8. **Other** _____
   (e.g. prizes for logo/poster contest, purchase career resources for students)

Total _____

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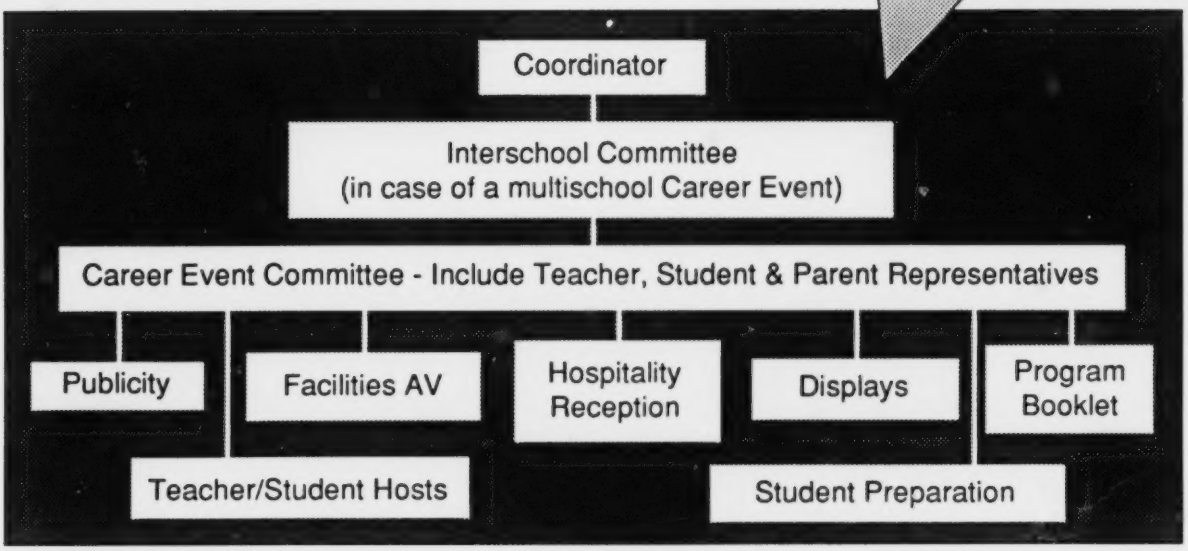
Sample Budget
(700 Students)

1. Copying and printing		500.00
2. Hospitality		
Meal 70 guests @ 6.00	420.00	
Snacks/Coffee, Juice	80.00	
Hospitality Total		500.00
3. Speaker Appreciation		100.00
4. Mailing		150.00
5. Telephone (Long Distance)		175.00
6. Computer Processing		350.00
7. Resources (Video, Kit)		500.00
8. Miscellaneous		100.00
Total		$ 2375.00

5 Establishing a Committee - Share the Task!

Up to 9 Months in Advance



It may be helpful if each committee member takes responsibility for a subcommittee.
Involve teachers, students, parents and community as much as possible.
For smaller events some of the above committees may be combined.

Subcommittees I'll Need:

Subcommittee	Chairperson
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

See following pages for suggested subcommittee responsibilities.
Copy these pages and hand out to the appropriate subcommittees.

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Publicity Committee

Career Event Date _____

Committee Members

_____ _____

_____ _____

Planning

Target Population	*Suggested Ways to Reach Target*	*Other Ideas*
Students	Student newspapers	_____
	School announcements	_____
	Posters	_____
	In class publicity - teacher talk	_____
Staff	Staff meetings	_____
	Student newspapers	_____
	School announcements	_____
	Posters	_____
Parents	School newsletter	_____
	Local paper	_____
	Posters	_____
	Radio/TV spots	_____
	Parent committee	_____
Community	Local paper	_____
	Posters	_____
	Radio/TV spots	_____
	Church bulletin	_____
	Community sign board	_____

Publicity continued next page . . .

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Publicity (continued)

Other Suggestions

- Establish a Career Event logo, catchy name, phrase
- Establish an identity for Career Event by using same logo/name each year
- Have student contest to design logo, name, phrase
- Career Event T-shirts/hats/visors/pins
  - can be worn in advance to advertise event
  - give to key people as incentives
  - speaker gifts

Responsibilities	*Person Responsible*	*Date to be Completed*
• Design/print posters	_____	_____
• Display posters	_____	_____
• Banners printed/posted on day of Career Event	_____	_____
• School announcements P.A. Bulletin Student Newsletter	_____	_____
• School Newsletter	_____	_____
• Public Service Announcements T.V. Radio Newspaper	_____	_____
• Articles in Newspaper	_____	_____
• Other (e.g. order pins)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

"To be a success in business, be daring, be first, be different."
(Marchant)

Audio-Visual and Facilities Committee

Career Event Date _____

Committee Members

_____ _____

_____ _____

Responsibilities	*Person Responsible*	*Date to be Completed*
In Advance		
• Assign speakers to rooms	_____	_____
• Compile speaker/displayer AV requests	_____	_____
• Coordinate and assign AV equipment	_____	_____
• Obtain required AV equipment plus sufficient backup	_____	_____
• Assign one or more AV trouble-shooters for emergencies during Career Event	_____	_____
• Arrange with custodial staff for set-up/take-down of extra chairs in classrooms as required	_____	_____
• Check that all equipment is working	_____	_____
• Inform staff of speaker room allocations *(may be done with master list in staff room)*	_____	_____
• Other _____	_____	_____
On Career Event		
• Set up and check equipment in speaker rooms *(may be done previous evening using AV request forms)*	_____	_____
• Take down, return equipment	_____	_____

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Staff Reminder, Use of Classrooms

Career Event Letterhead

Memo

Career Event Date _____

TO: Staff

FROM: Career Event Committee

Most homerooms are being used for presentations for our Career Event. Please check the master list posted in the staff room to confirm times your room will be in use. Also, please ensure that your classroom materials and equipment are secured for the day.

If you are not supervising sessions in your classroom, please ensure that your room is open. In some cases, additional chairs have been placed in your room to accommodate larger than normal classes.

Thank you for your cooperation.

Hospitality and Reception Committee

Career Event Date _____

Budget $_____

Committee Members

_____ _____

_____ _____

Hospitality is ensuring that speakers feel welcome, and that their needs and special requests are addressed.

Reception Suggestions

Parking

- meet speakers in parking lot
- guide to assigned parking
- help carry equipment and materials

School

- designate a reception area
- greet and check speakers in
- provide with name tag and last minute information
- show speakers Speaker Room and washroom facilities

Speaker Room

- greet speakers
- coffee, juice
- snacks (donuts, muffins)
- hosts available
- allow space for coats, boots

Reception Duties

Duties	*People Responsible*
• Parking Lot	_____
• Carrying Equipment	_____
• Reception Desks	_____
• Speaker Room	_____

Hospitality and Reception continued next page . . .

"Science may never come up with a better office communication system than the coffee break." *Earl Wilson*

Hospitality and Reception (continued)

Speaker and Displayer Meal

The extent of the meal and whether or not speakers are included is a local decision.

Responsibilities	*Person responsible*	*Date to be Completed*
• Identify Facility	_____	_____
• Book Caterer/Food Preparation Department	_____	_____
• Choose menu	_____	_____
	_____	
	_____	
	_____	
	_____	
• Plan agenda	_____	_____
• Select Master of Ceremonies	_____	_____
• Invite special guests (e.g. Mayor, Superintendent)	_____	_____
• Print tickets	_____	_____
• Arrange for help serving food	Servers:	
	_____	_____
	_____	
	_____	
• Arrange for clean-up/take-down	Helpers:	
	_____	_____
	_____	
	_____	
• Other _____	_____	_____

Speaker and Displayer Meal
Sample Agenda for One-Hour Meal Break

Time		
2 min.	Welcome	Career Event Coordinator
2 min.	Introduction of Special Guests	
2 min.	Greetings from City/Town	Mayor/Representative
2 min.	Greetings from School District	Superintendent/Designate
5 min.	Draw Prizes for Speakers/Displayers	
2 min.	Blessing	
30 min.	Meal (may include 15 min. Guest Speaker)	
2 min.	Closure	
13 min.	Break/Return to Speaker Rooms	
60 min.		

To include speakers or not to include speakers?

- Consider: your reasons for including speakers, e.g. public relations
- Consider: career speakers and displayers often prefer a break and a relaxed meal to a more formal occasion

Displays Committee

Career Event Date _____

Committee Members

_____ _____

_____ _____

Responsibilities	*Person Responsible*	*Date to be Completed*
• Obtain display requests from coordinator	_____	_____
• Assign display spaces (coordinate with AV Committee to ensure AV requests are taken care of)	_____	_____
- accommodate requests for proximity to plug-in	_____	_____
• Give advance notice to custodial staff to set up and take down tables/chairs in display area	_____	_____
• Coordinate with Hospitality/Reception	_____	_____
- student hosts help carry display materials and set up displays		
• Assign full-time teacher supervision for display area (coordinate with Teacher Host Committee)	_____	_____
• Ensure equipment such as extra extension cords are available	_____	_____
• Ensure all AV equipment is working	_____	_____
Other: _____	_____	_____
_____	_____	_____
_____	_____	_____

In October 1991 there were 585,000 multiple job holders in Canada. *(The Labor Force, October 1991, Ministry of Industry, Science and Technology, November 1991)*

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Career Event Brochure Committee

It is helpful to have a brochure that provides information about the Career Event.

Brochure may include:

Presentations

- schedule
- list of speakers including their occupations and places of employment

Displays

- list of displayers
- times and location of displays

Special Recognition

- to companies providing donations, and any other special support

Student "Space"

- room for student notes about presentations

Other

- suggested list of career planning resources
- mini career planning activities
- "one-liners" regarding career development and the labor market. There are many examples in this resource!

"As the recession continues, a growing number of Canadians are starting their own companies. Most entrepreneurs are between the ages of 35 - 44 according to Statistics Canada, with the second largest group between the ages of 25 - 34. And while some businesses are inherited, 68% of Canada's entrepreneurs start their businesses on their own."
(Manpower Argus No. 281, February 1992 Globe and Mail (Canada))

Teacher/Student Host Committee

Career Event Date _____

Committee Members

_____ _____

_____ _____

Note: A teacher host is required in each Career session. Two or more may be required in larger sessions. Student hosts can introduce and thank speakers.

Responsibilities	*Person Responsible*	*Date to be Completed*
• Obtain Speaker/Room Assignment list	_____	_____
• Obtain staff volunteers for each session	_____	_____
• Assign staff member(s) to each session	_____	_____
• Confirm assignments and provide list of Teacher Host responsibilities	_____	_____
• Thank Teacher/Student Hosts	_____	_____
• Other _____	_____	_____
_____	_____	_____

Notes:

_____

_____

_____

"In 1990 the unemployment rate of those with less than 9 years of formal education was 12.5%, compared to an overall unemployment rate of 8.1% indicating that the unemployment rate of the poorly educated was over 1.54 (one and a half) times the overall rate."
(Adult Literacy in Canada: Results of a National Study, Statistics Canada, 1991)

Request for Teacher Hosts

Career Event Letterhead

Memo

DATE:

TO: All Teachers

FROM: (Name)
Career Event Committee

RE: Teacher Hosts, Career Event - (Date)

As you are aware, our Career Event is planned for _____. We look forward to a productive day and appreciate your help in making it a success. A teacher host will be required in each session throughout the day. Teacher hosts will introduce and thank the speaker(s), ensure attendance sheets are signed and supervise during the presentation.

A master list of sessions offered is posted in the staff room. Please sign up as teacher host for a minimum of _____ sessions. We recommend you take the opportunity to meet and hear a variety of speakers. **Please do not sign up for the same speaker for more than one session.**

Thanks for your help!

Please sign up by _____.

Teacher Host Schedule

Name: _____

Thank you for your help as a Teacher Host. You have been confirmed as the host in the following sessions:

	Time	Room #	Speaker	Career Area
Session 1	_____	_____	_____	_____
Session 2	_____	_____	_____	_____
Session 3	_____	_____	_____	_____
Session 4	_____	_____	_____	_____
Session 5	_____	_____	_____	_____

Teacher Host Responsibilities

Thank you for your help as a Teacher Host. Your attention to the following responsibilities will contribute to the success of our Career Event.

1. ***Preparation:*** Please be at your assigned classroom at least 10 minutes early to help the speaker set up.

2. ***Introduction:*** Please introduce the guest speaker(s) and her/his career area or have the designated student introduce the speaker. It will be necessary to confirm speaker(s') name(s) as last-minute changes sometimes occur.

3. ***Attendance:*** Prepared attendance sheets for each session will be left on the speaker's desk in every room. Please pass the attendance sheets around the room for the students to confirm their attendance by signing next to their names. Ensure that the attendance sheets are returned to the main office.

4. ***Timing:*** Sessions should run for approximately _____ minutes. Indicate to speaker when only five minutes remain.

5. ***Thank You:*** Please thank the speaker(s) or have the designated student do so. Students should be released when bells are sounded to allow them to reach the next session on time.

6. ***Evaluations:*** Please collect speaker and student evaluations after the last session.

7. ***Reminder:*** Teachers are to remain in the room and are responsible for students' behavior during assigned time. In sessions with a large number of students, two teachers per session have been assigned. Both teachers should remain in the room during the presentation.

Questions? Re Lunch - Call _____

Re Hosting - Call _____

AV problems during presentation? Call _____

Speaker Introduction and Thank You - Guide for Student Hosts

Suggested Wording

Introduction

Hello. I am (your name) a member of the (school) (student council/peer support team) .

It is my privilege to welcome you to the information session for (institution/career area) .

I would like to introduce our speaker this evening Mr./Mrs./ Ms. _____

from (place of employment/institution) . Mr./Mrs./Ms. _____

is a (position held) .

Thank You to Speaker(s)

(Name of speaker) , on behalf of (school) and all of us here tonight, I wish to thank you for your presentation. It was most informative.

Create your own Introduction and Thank You including the above points:

Notes:

6 Choosing the Format - Make it Fit the Situation!

Successful Career Events have been accomplished through many different formats.

A. Career Month
Target: Elementary, Junior and/or Senior High School Students

B. Half School Day
Target: Students

C. Full School Day
Target: Students

D. Evening
Target: Students, Parents, Community

Sample Schedules

A. Career Month

Target: Elementary, Junior or Senior High School Students

Week 1: Career Panel/Speakers
Week 2: Career Field Trips/Tours
Week 3: Career Panel/Speakers
Week 4: Career Displays
Throughout month: Career focus in Health/CALM classes

B. Half School Day

Target: Junior or Senior High School Students

8:45 - 9:25	Homeroom Attendance, general instructions Distribution of timetables
9:30 - 10:10	Session 1
10:15 - 10:55	Session 2
11:00 - 11:40	Session 3
11:45 - 12:00	Homeroom Evaluation, Attendance
After Lunch	Regular Classes

D. Evening

Target: Students, Parents, Community

5:30 - 6:30	Supper buffet for Speakers/Displayers
6:30 - 7:30	Displayers (jazz band playing to welcome people)
7:10 - 7:50	Session 1
8:00 - 8:40	Session 2
8:50 - 9:30	Session 3

B. Half School Day

Target: Elementary School Students

9:00 - 9:15	Homeroom General Instructions
9:15 - 9:35	Session 1
9:40 - 10:00	Session 2
10:05 - 10:25	Session 3
10:25 - 10:40	Recess
10:40 - 11:00	Session 4
11:05 - 11:25	Session 5
11:30 - 11:45	Homeroom Discussion
After Lunch	Regular Classes

Note: Displays/Speakers may be set up in one classroom. Homeroom classes move from room to room for each Career Session.

C. Full School Day

Target: Senior High School Students

8:45 - 9:45	Attendance taken in Period 1 class Schedules distributed Special Career Day class activities *or* class as usual *or*
8:45 - 9:00	Homeroom
9:15 - 9:45	Keynote
10:00 - 10:40	Session 1
10:55 - 11:35	Session 2
11:35 - 12:45	Lunch
12:45 - 1:25	Session 3
1:40 - 2:20	Session 4
2:35 - 3:15	Session 5

Note: Students preregistered for four Career Presentations
All Students scheduled to view displays for one session.

To Keynote or Not to Keynote?

- Consider size of audience
  - don't exceed size that can be seated comfortably (not on the floor in the gym)
  - supervise adequately

- Facility available - good acoustics are critical!!
  "Can the students in the back row hear?"

- Speaker availability - ensure speaker is dynamic, entertaining, positive, upbeat, in tune with audience!

- Speaker topic - must be relevant!

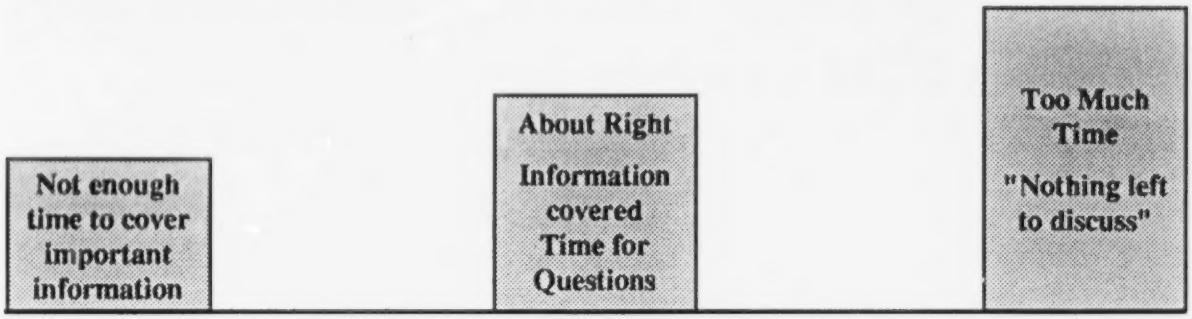
- Length
  - Short, to the point, absolutely no more than 20 minutes
  - Ensure speaker is clear on amount of time allowed for presentation.

- Schedule Keynote
  - to "kick-off" event or
  - to "wind-up" event
  - either can be effective

Suggestion: if there is a "wind up" have students return to homerooms or last-period classes for attendance check!

Session Length

Set session length according to attention span of students.



35 - 45 min. (Junior/Senior)
20 - 30 min. (Elementary)

Number of Speakers/Displays

$$\frac{\text{Total \# Students Attending}}{\text{(Approximate \# students/session)}} \quad \text{e.g.} \quad \frac{900 \text{ students}}{25} = 36 \text{ speakers (minimum)}$$

General guideline 20 - 30 students/session is fine. Very popular sessions, e.g. RCMP, Social Services, may become much larger.

To Display or Not to Display?

Consider size of facility and include as many displays as may be accommodated.

Some reasons you may want to include displays are to:

- supplement information gained through career presentations.
- reinforce visually the wide range of post high school opportunities available to students.
- provide an increased stimulation to student career planning.
- accommodate career representatives who prefer answering student questions and manning displays to speaking to a group.
- provide more opportunities for "hands-on" experience for students.

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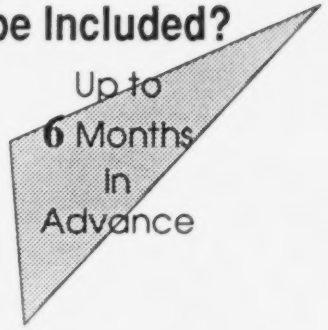
Which Career Areas and Institutions Should be Included?



Student Survey

- **Develop** list of 75 - 200 potential occupational/postsecondary presentations covering as broad career areas as possible.
- **Circulate** list to students. Have students **check** all areas of interest.
- **Compile** results and identify high interest areas.
- **Invite** speakers representing career areas identified through the student survey.

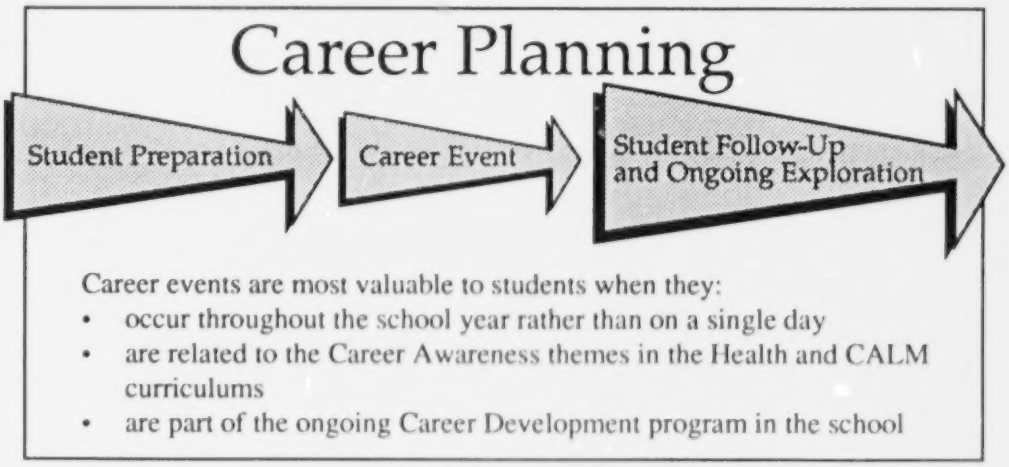
Other Considerations

- **Include Career Panels,** representing Career Clusters, rather than individual speakers representing individual occupations. For more information see the section, "Other Ideas for Career Events," page 61.
- **Include other areas** as appropriate, e.g. some postsecondary/occupational speakers will come for a small audience.
- Encourage those wishing to come for very small audience to bring a display to help **create awareness** of area.
- Ensure speakers reflect **"local" flavor**, e.g. careers in the oilpatch.
- Be conscious of gender **stereotyping**.
- Ensure men and women speak regarding **non-traditional occupations**, e.g. male nurse, female carpenter.
- Ensure some **"dream" occupations** are included, e.g. Entertainers, Artists (speakers can be encouraged to address limited employment opportunities).
- Include a session regarding **"Workplace Alternatives,"** e.g. part-time work, self-employment.

"After 30 years of predictions that the four-day work week is just around the corner, its time may have finally arrived. According to a 1990 Gallup Poll, 54 percent of Americans would prefer working 10 hours for four days than eight hours for five days. This is up from 38 percent who felt that way in 1971. A three-day weekend may soon be a reality."
(Career Future, Career Information Services Inc., Fall 1991)

7 Preparing Students - Help Them Get Ready!

A danger in planning a Career Event is to see it as an end in itself.



Career events are most valuable to students when they:

- occur throughout the school year rather than on a single day
- are related to the Career Awareness themes in the Health and CALM curriculums
- are part of the ongoing Career Development program in the school

The more preparation, the more students will gain from the Career Event!

Prepared students gain the most from Career Events by:

- choosing to hear about career areas relevant to them
- asking meaningful questions at presentations
- processing information gained at Career Events with an awareness of their interests, values and beliefs

Suggested Preparation Activities

At all levels:

- encourage classroom teachers to talk about their careers - why they chose to be teachers, career path they took getting there, other roles they've filled, their own interests, beliefs, values and how they relate to teaching
- provide and discuss in advance a list of suggested questions for career speakers
- provide audio-visuals on career topics

Elementary:

- word puzzles on careers
- floor puzzles of workers
- art work, e.g. murals as background for displays
- books, stories regarding careers in their community

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Junior High:

- importance of career planning
- self-awareness activities
  - interest inventory
  - values checklist
  - skills/abilities checklist
- review appropriate etiquette during sessions

Senior High:

- importance of career planning
- self-awareness activities
  - interest inventory
  - skills/abilities/aptitudes checklist
  - values assessment
  - desirable job characteristics
- information regarding postsecondary programs, e.g. "It's About Time." For more information see the section "Suggested Career Planning Resources," page 64.

Preregistration of Students

Preregister students when the Career Event format involves a choice of presentations.

- Encourage students to choose sessions based on the Career Planning activities they've completed.
- Preregistration facilitates attendance checks.

Suggested Follow-Up Activities

At all levels:

- encourage teachers to discuss with students what they've learned related to their Career Planning
- have students write thank you letters to speakers

Elementary:

- art work representing what was learned at Career Event
- "Hat" Day - wear hats representing various occupations and share information regarding the occupation with class
- letters to parents encouraging them to discuss children's talents and interests

Junior High:

- job shadowing (see the section "Suggested Career Planning Resources," page 64, for reference)
- information-gathering interview on occupation of interest

Senior High:

- job shadowing
- further postsecondary and training information
- information-gathering interview on occupation of interest

See following pages for sample student activities . . .

"Education is learning what you didn't even know you didn't know."
(Elena Bonner)

Sample Elementary Student Activities

Preparation Activity for Elementary Students

Likes and Dislikes

make things	learn new things
talk to people	play outdoors
dance	ride horses
bake cookies	try to fix things
play sports	watch TV
sing	math
read books	write stories
draw pictures	watch animals
listen to music	see how things work
ride a bike	

1. Circle the things you like to do.

2. Name at least three more things you like to do.

_____

_____

_____

3. Name three things you do not like to do.

_____

_____

_____

4. Name something you wish you could do.

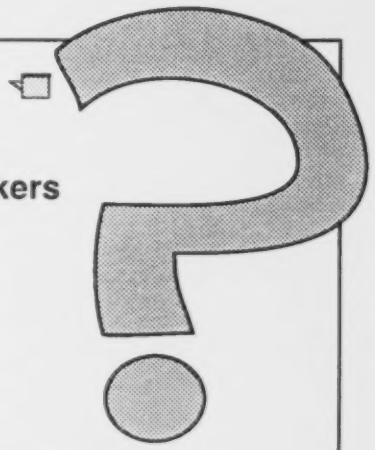
_____

_____

_____

_____

Elementary Students



Questions to Ask Career Speakers

1. What do you do on your job?
2. Do you use tools or equipment? Can I see them?
3. Why did you take this job?
4. What do you like best about this job? Is there anything you don't like?
5. Have you done other jobs before this one? What were they?
6. What kind of education or training do you need for this job?
7. What did you learn in elementary school that you use now?
8. Can you tell me something funny or unusual that happened to you on your job?
9. Other questions you want to ask:

_____

_____

_____

Follow-Up Activity for Elementary Students

1. Name at least three different jobs you learned about at the Career Event.

   _____

   _____

   _____

2. Draw a picture of a person working in the job you liked the best. Include in your picture any tools or special equipment the worker uses.

Preparation Activity for Junior/Senior High Students

What Do You Want in Your Job?

Go through the following list.
(check) things you'd like to experience in your job.
(x) things you do not want as part of your job.

_____ being your own boss
_____ working with people
_____ working alone
_____ making your own decisions
_____ working with your hands
_____ working with ideas
_____ producing something you can see
_____ reading
_____ writing
_____ following someone's instructions
_____ selling things
_____ travelling
_____ supervising other people
_____ team work
_____ physical work
_____ changing duties each day
_____ making a lot of money
_____ similar duties day to day
_____ being your own boss
_____ regular hours
_____ respect or status
_____ pleasant surroundings
_____ variable hours
_____ seasonal work
_____ freedom to be creative
_____ talking to people
_____ using machines
_____ fixing things
_____ being a leader
_____ working with children
_____ working outside
_____ planning and organizing
_____ solving problems

Five Most Important Job Characteristics

1. _____
2. _____
3. _____
4. _____
5. _____

Five Least Important

1. _____
2. _____
3. _____
4. _____
5. _____

In a small group (4-5) brainstorm at least five occupations that satisfy most of your **top** five job characteristics.
List them:

1. _____
2. _____
3. _____
4. _____
5. _____

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Possible Questions for Junior/Senior High Students

Investigating an Occupation

What questions should you ask about an occupation in which you are interested? This list is not complete but is intended to help you collect your information.

Nature of Work

What does the typical worker in this occupation do? _____
Do the tasks involved deal primarily with people, with things or with ideas? _____
What are some other occupations with similar duties and responsibilities? _____
Are there other occupations in related areas and what are the differences in their duties and responsibilities? _____

Work Satisfaction

Why is this work satisfying? _____
Is it related to worker's interests? _____
Is it related to worker's values? _____

Qualifications and Preparation Required for Entry to This Occupation

Where is preparation and training available? _____
How long is the training program? _____

Employment Outlook

How many workers are currently in this occupation (nationally, provincially, locally)? _____
How are they distributed by sex, age and geographical area? _____
What are the past trends and general outlook for workers in this occupation (effects of technological advancements, etc.)? _____
What salary can you expect (at entry and as you acquire experience)? _____

My Other Questions . . .

_____

_____

"Computers are useless, they only give answers." *(Picasso)*

Follow-Up Activity for Junior/Senior High Students

My Career Plan

Name _____ Date _____

1. What I've learned about myself.

   My interests. _____
   My values. _____
   My skills and abilities. _____

2. What I want to "do."

   Generally describe the kind of work you think you want to do. _____

   Give examples of occupational areas (not specific occupations) that involve the type of work you are interested in (e.g. skilled trades, tourism, hospitality, health care). _____

3. Training and education I will need

   Describe the type of training you could take that would allow you the broadest range of job opportunities. _____

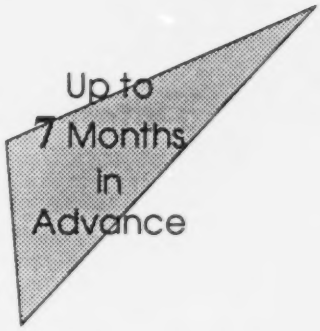
   What? (apprenticeship, college, university, on the job, etc.) _____
   Where? (possible locations) _____

4. Things I can do now that will help me gain more background in my occupational interest area. _____

   Volunteer work (Where?)
   Part-time job (Where?)
   School subjects
   Other ideas

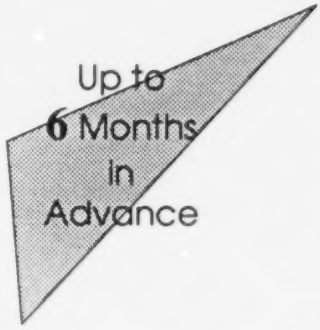
8 Organizing the Speakers - Stay in Touch!

Selecting Speakers



- speakers identified as effective in previous Career Events
- speaker lists available through community clubs
- speakers identified by staff and students
- former students now established in occupations
- speakers may be locally secured, e.g. local business people
- use provincial core speaker list developed by Alberta Education. For more information see the section "Suggested Career Planning Resources," page 64.

Inviting Speakers



- initial invitation by phone
- follow-up with letter requesting written response
- include with letter
  - guest speaker reply form (includes AV requests)
  - displayer information form
  - displayer reply form
  - presentation guidelines
- print as many sets of address labels as required to cover all mailings to speakers, e.g. three mailings anticipated (invitations, information packages, thank you letters). Print three sets of labels in advance.
- encourage speakers with displays to bring someone to take care of display
- delegate some speaker invitations to teachers in that area, e.g. science teachers may invite speakers with science-related occupations, computer teachers may invite computer career speakers.

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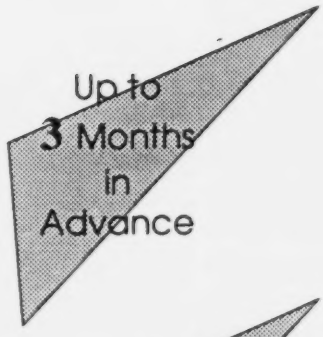
Following-Up with Speakers

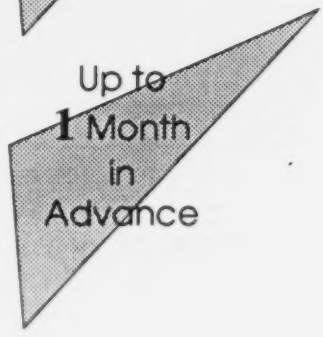
Call any speakers who do not confirm by response date given; request confirmation letter be sent for your records.



Mailing Information Packages

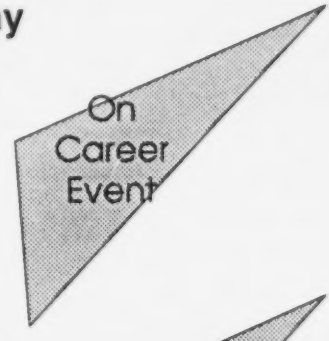
Mail information packages to all speakers
Contents of package:

- directional map to school
- map of school indicating parking area, unloading area and preferred entrance
- personal presentation schedule
- meal ticket
- number of students and grade level in each session
- confirmation of AV needs
- reception details including check-in process
- person to contact regarding last-minute changes



Planning for Speaker Hospitality on Career Day

Reception
Refreshments
Meal
Recognition, e.g. hats, pins



Thanking Speakers

Acknowledge all speakers with thank you
Thank you letters can be written by students.

"The majority work to make a living; some work to acquire wealth or fame, while a few work because there is something within them which demands expression . . . Only a few truly love it."
(Edmond Boreaux Azekely - Do What you Love, the Money Will Follow, 1987)

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Speaker Invitation

Career Event Letterhead

Date

Speaker Name
Address

Dear

Thank you for agreeing to speak to our students about your career area during our Career Event (date). The format of the day is as follows:

The following schools will be participating in this event:

(Number) of students from grades ____ to ____ and ranging in age from ____ to ____ will be involved.

We will provide at a later date more information regarding the number of presentations required and number of students preregistered in your sessions.

The following information is enclosed:

1. Speaker reply form. Please complete and return by _____
2. Speaker Guidelines sheet for your information.
3. For those who indicated an interest in bringing a display
   a) Notes to Displayers
   b) Request for display form
      Please complete and return by _____

We hope you will join us for the complimentary Speaker and Displayer meal.

Again, thank you for agreeing to speak. We look forward to an informative day and value your contribution. Should there be a change in speakers, please notify us as soon as possible.

Yours truly,

Career Event Committee

Enclosures

Guest Speaker Reply

Please Complete and Return by _____

Your Name: _____ Position/Title: _____

Name of Business, Educational Institution you represent: _____

_____

Mailing Address: _____

_____ Postal Code: _____ Telephone: _____

Career Area: _____

Audio-Visual Request:

Due to the large number of scheduled presentations, the availability of AV equipment is limited. Please provide your own equipment wherever possible. Student hosts will be available to help you with your equipment when you arrive.

I will provide my own AV equipment Yes ☐

For my classroom presentation I will require the following equipment:

Screen ☐ Overhead Projector ☐ VCR/Monitor ☐

16 mm Projector ☐ Carousel Slide Projector ☐

Other ☐ Please Specify: _____

Special Display (Optional)

Participants wanting to set up a special display are requested to refer to the attached separate sheet indicating their space and other needs (see p. 49).

Luncheon request:

_____ Yes, I plan to attend the complimentary Speaker & Displayer meal

_____ No, I am unable to attend the complimentary Speaker & Displayer meal

Signature _____

Date _____

Suggestions for Career Speakers at the Elementary Level

Information to Include in Your Presentation

1. Your job title, organization you work with.
2. Interesting history or origin of your occupational field.
3. What you "do" at work including:
    a) typical activities in a day
    b) where people in this job work - country/city, inside/outside
    c) hours of work - weekends/weekdays; shift work/regular hours
    d) physical demands - lifting/carrying, walking, strength required
    e) danger or risk involved, e.g. firefighter
    f) travel involved
    g) qualities of workers in this field, e.g. good with people to be a nurse, like animals to be a vet
    h) tools and equipment used
    i) working alone or with others
    j) special dress or uniform
4. Why you chose this career, i.e. what you like and dislike.
5. Basic training required, e.g. educational background, special licences, etc.

Please Note:

Students at the elementary level enjoy "hands-on" displays, e.g. clothing they can put on, objects they can touch and play with, stickers, brochures, pictures, etc.

It is helpful to be able to analyze the job in terms of the students' subject areas, e.g. to be an accountant, you should be good at arithmetic.

/over . . .

Some Questions Children Might Ask You About Your Career

1. What do you do on your job?
2. Why did you take this job?
3. Did you want to be a _____ when you were little?
4. What tools or equipment do you use? Can you show them to us?
5. Was this your first job choice?
6. What do you like best about your job? Why? What do you wish you didn't have to do?
7. What kind of education do you need for your job?
8. About how much can a person earn doing your job?
9. Can you tell us something funny or unusual that happened to you on this job?
10. Is there anything we should have asked you?
11. Is there something you would like to ask us?

/over . . .

Suggestions for Career Speakers at the Junior/Senior High Level

Information to Include in Your Presentation

1. Your occupational title, organization you work with

2. Your career path to your present role
   a) include your education/training background
   b) previous jobs and experience and how they relate to present role

3. What you "do," your duties and responsibilities
   a) a typical day in your work
   b) how your duties may differ from others in related occupations
      e.g. forestry technician vs. conservation officer vs. park warden
      dental assistant vs. dental hygienist vs. dentist

4. Necessary skills and training
   a) Special skills, abilities, knowledge required. Relate to school subjects if possible.
   b) Training/education required and where available

5. Satisfaction gained from working in this occupation related to your:
   a) interests, e.g. working with people, outdoors
   b) values, e.g. health, environment

6. Disadvantages or barriers to success in the occupation

7. Other occupational areas you could enter with your previous experience and training.

8. Employment outlook

9. Advice or tips to students considering entering your career area
   a) suggested volunter or part-time work
   b) suggested school subjects
   c) where to obtain more information

10. Time for questions . . . but, don't worry if students ask very few questions. They may feel self-conscious if they don't know other students in the group. Some will appreciate talking to you one-on-one after the presentation.

/over . . .

Suggestions for Speakers from Students

Students surveyed give the following suggestions to Career Event Speakers

Please Include . . .

- as many visuals as possible, e.g. pictures, charts, films, videotapes.
- any "hands-on" materials or demonstrations if possible, e.g. tools you work with.
- pamphlets, written information. (Make available only to those interested, rather than the entire group.)

We'd love to hear . . .

- a "description of a day in the life of . . . " regarding your occupation.
- personal examples or anecdotes.
- both the positive and negative side of your occupation.
- information regarding salaries and education and training required to enter your occupation and related occupations.

We have trouble with . .

- jargon. Please translate when you use it!

/over . . .

Displayer Invitation

Career Event Letterhead

Date

Name
Address

Dear

Thank you for your interest in mounting a display at our Career Event (date). The format of the day is as follows:

The following schools will be participating in this event:

(Number) of students from grades ____ to ____ and ranging in age from ____ to ____ will be involved.

The following information is enclosed:

1. Notes to Displayers
2. Request for Display form. Please complete and return by _____

We hope you will join us for the complimentary Speaker and Displayer meal.

Again, thank you for your interest in participating in our Career Event as a displayer. We look forward to an informative day and value your contribution.

Yours truly,

Career Event Committee

Enclosures

Notes to Career Event Displayers

1. The schedule for the Career Event is:

2. We request that you set up your displays by (time). Students will be available to help unload your vehicle(s) and set up the display in (location). Reserved parking will be available (location).

3. If you are also a Guest Speaker, please ensure your display is attended throughout the day.

4. Equipment such as TVs, VCRs and slide projectors are in very limited supply due to the large number of classroom sessions taking place. We hope you will be able to supply your own audio-visual equipment.

5. Some of the reasons we particularly appreciate including displays in our Career Event are to:

   - provide the opportunity for students to meet and talk with local business, educational and industrial representatives.

   - increase students' awareness of the wide range of post high school opportunities available to them.

   - provide a stimulation to Student Career Planning.

   - show students what people actually do in various businesses or occupations.

Students surveyed indicate they:

- especially appreciate *"hands-on"* activities.
- really like to speak to you, as well as see the display.
  (Please ensure your display is attended throughout the day!)

Request for Display

Please complete and return by _____

1. Name and Address of Company, Business or Institution:

   _____

   _____

   _____

2. Name and Title of Contact Person:

   _____

3. Space/Equipment Needs:

   a) Size of Display will be _____

   b) Electrical Outlet Required Yes ☐ No ☐

   c) Number of Tables Required _____

4. Name Tags will be Required for (Please Print)

   _____

   _____

   _____

5. I/We will be attending the complimentary Speaker and Displayer meal

   Yes ☐ No ☐ Number attending _____

Date: _____

Speaker Information

Career Event Letterhead

Date:

Dear

Please see the attached form for information regarding your sessions during our Career Event (date).

Parking has been reserved at (location). Student hosts will be available to help you carry equipment. Due to the number of speakers and students involved we suggest you arrive a minimum of 30 minutes before your first presentation.

When you arrive at the school, please check in at the Reception Desk located _____. Name tags, meal tickets and information updates will be provided at that time. Refreshments will be available in the Speaker and Displayer Room. Student hosts will be available to help you carry equipment and locate rooms. A complimentary Speaker and Displayer (lunch, supper) is scheduled for (time) (location). If you have not yet confirmed your attendance, please do so immediately by calling (name) at (phone no.).

The following information is enclosed:

1. Map of School
2. Map of Community with School Location (for out of town speakers)
3. Your Presentation Schedule and AV Request Confirmation

We look forward to your participation in this educational event. If you have questions or special needs, please do not hestitate to call us at (phone no.).

Yours truly,

Career Event Committee

Enclosures

Confirmation of Speaker Schedule and AV Request

Student preregistration is now complete and we can confirm your sessions as follows:

Speaker _____ Career Area _____

Session #	Time	Room No.	No. of Students
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			

Your request for audio-visual equipment is confirmed as follows:

Screen ☐ Overhead Projector ☐ VCR Monitor ☐

16 mm Projector ☐ Carousel Slide Projector ☐

Other ☐ Please Specify: _____

No AV Request ☐

Displayer Information

Career Event Letterhead

Date:

Dear

Please see the attached form for information regarding your display during our Career Event (date).

Parking has been reserved at (location). Student hosts will be available to help you carry equipment. Due to the number of speakers and students involved we suggest you arrive a minimum of 30 minutes before your first presentation.

When you arrive at the school, please check in at the Reception Desk located _____. Name tags, meal tickets and information updates will be provided at that time. Refreshments will be available in the Speaker and Displayer Room. Student hosts will be available to help you carry equipment and locate rooms. A complimentary Speaker and Displayer meal is scheduled for (time) (location). If you have not yet confirmed your attendance, please do so immediately by calling (name) at (phone no.).

The following information is enclosed:

1. Map of School
2. Map of Community with School Location (for out of town speakers)
3. Career Event Schedule and AV Request Confirmation

We look forward to your participation in this educational event. If you have questions or special needs, please do not hesitate to call us at (phone no.).

Yours truly,

Career Event Committee

Enclosures

Confirmation of Displayer Information and AV Request

We appreciate your participation as a displayer in our Career Event.

Career Area Display _____

Displays will open at _____ .

Session #	Time
Session 1	
Session 2	
Session 3	
Session 4	
Session 5	

Your request for audio-visual equipment is confirmed as follows:

Screen ☐ Overhead Projector ☐ VCR/Monitor ☐

16 mm Projector ☐ Carousel Slide Projector ☐

Other ☐ Please Specify: _____

No AV Request ☐

Speaker/Displayer Thank You

Career Event Letterhead

Date:

Dear

On behalf of the Career Event Committee, I wish to thank you for your participation in our Career Event on _____. Although our formal evaluation is not complete, informal feedback indicates the day was a resounding success. Students as well as teachers and parents appreciated the opportunity to explore a wide range of educational and occupational alternatives and found the day both informative and enjoyable.

Again, our thanks to you! We appreciate your contribution to a very successful day.

Yours truly,

Career Event Committee

9 Evaluating the Event - Discover What Really Happened!

Information gathered through evaluation is very useful in planning your next Career Event.

Also . . . positive feedback helps "sell" the Career Event the next time around.

Consider:

- What information do you want to gain from the evaluation survey(s)?
  - use Career Event goals as a basis for questions asked in the survey.

- Who do you want to survey?
  - students
  - speakers and displayers
  - parents
  - teachers

- Who will compile the survey results?
  - computer assistant
  - work experience student
  - support staff
  - Business Education/CALM/Health classes

- Questions involving numerical ratings are easiest to compile.

- "Comments" yield useful information, but are labor intensive to compile.

Sample Evaluation Forms follow . . .

"Average weekly earnings (including overtime) unadjusted.

Service Producing Industries	October 1991 - $515.31
Goods Producing Industries	October 1991 - $670.82
Industrial Aggregate	October 1991 - $551.35
Public Administration	October 1991 - $703.01"

(1991 Census Dictionary, Statistics Canada, 1992)

Sample Speaker Evaluation Form

We value your feedback in planning future Career Events. Please complete the following evaluation and leave it with the teacher-host in your last session. Thank you.

	Yes	*No*
1. a) Did the initial invitation to you contain enough information?	____	____
b) Did it arrive in time?	____	____
2. a) Was our information kit (schedule of sessions, map of school, confirmation of audio-visual equipment requested, etc.) adequate?	____	____
b) Did it arrive in time?	____	____
3. Did you receive sufficient advance preparation from us?	____	____
4. Were you given the audio-visual equipment or special arrangements you requested?	____	____
5. Did your teacher/student hosts show you our coffee room and explain our arrangements for lunch?	____	____

Rate the following from 1 to 4 according to the scale below:

1	2	3	4	
Poor	Fair	Very Good	Excellent	*Rating*

6. How appropriate was the room in which you spoke? _____
7. General attitude and helpfulness of our teacher/student hosts. _____
8. The lunch? _____
9. How well were our students prepared for your session and for the career event? _____
10. General conduct and behavior of our students. _____
11. Overall impression. _____
12. Comments: _____

_____

_____

Sample Student Evaluation Form

Computer Scored and Compiled

This form provides an example of a format that can be used when a computer is available to compile evaluation results.

A. Complete **Student No**. and **Name** portion on the **General Purpose Answer Sheet.**

B. Refer to the list below to find the sessions you attended. Each session is numbered. Using the answer sheet, locate the numbers corresponding to the sessions you attended, and rate each session as follows:

A if you judged it to be *excellent*
B if you judged it to be *very good*
C if you judged it to be *fair*
D if you judged it to be *poor*

C. Refer to number 59, and rate the overall effectiveness of the Career Event (use rating scale above).

1. Accounting
2. Airlines
3. Air Traffic Control
4. Apprenticeship Board
5. Architecture
6. Athletic Careers
7. Banking
8. Canadian Armed Forces
9. Child Care
10. Commerical Art/ Advertising
11. Computer
12. Concordia College
13. Dentistry
14. Diet
15. Medicine
16. Educational Consulting
17. Engineering
18. Fairview College
19. Fashion Design & Merchandising
20. Fine Arts
21. Fire Department
22. Fish & Wildlife
23. Forensic Science
24. Franchising
25. Funeral Direction
26. Grant MacEwan
27. Hair & Beauty Culture
28. Insurance
29. Interior Design
30. Journalism
31. Landscaping
32. Law Enforcement
33. Law
34. Management/Administration
35. NAIT
36. Nursing
37. Oil Industry
38. Optometry
39. Pharmacy
40. Photography
41. Piloting
42. Psychology/Social Sciences
43. Radio & Television
44. Real Estate
45. Record-Video Production
46. Recreation Management
47. Rehabilitation/Medical
48. Religious Vocation
49. Restaurant/Hotel
50. Sales
51. Secretarial
52. Small Business
53. Student Finance
54. Teaching
55. Travel & Tourism
56. University of Alberta
57. University of Lethbridge
58. Veterinary Medicine
59. Overall Rating

Sample Student Timetable/Evaluation Form

Student's Name: _____ Grade: _____

Name of School: _____

Note: Please have each host teacher initial your form under Attendance Confirmed.

Timetable for Alberta Career Event

Session #	Room	Attendance Confirmed	Interest of Speaker				Usefulness of Information				Audio-Visuals & Publication			
			P	F	VG	Ex	P	F	VG	Ex	P	F	VG	Ex
1.														
2.														
3.														
4.														
Extra														

Please evaluate each session after you have attended. Leave the completed form with the teacher-host in the last session you attend. (The ratings are as follows: P = Poor, F = Fair, VG = Very Good, Ex = Excellent.)

Please also answer the following questions:

1. Which session was most interesting for you: _____

   Why? _____

2. Which was the least interesting: _____

   Why? _____

3. What would you change at the next Career Event? _____

4. Other comments: _____

   _____

Remember! Please leave this form with the teacher host in your last session. (Please use overleaf if you have additional comments.)

10 Meeting the Challenges - Anticipate and Plan For Them!

Challenges	Possible Solutions
1. Lack of time to organize	• Accept that . . . "There's never enough time!" • Delegate - don't try to do it all. • Start early.
2. Inadequate administrative and staff commitment	• Begin building support well in advance. • If your first event, contact successful, experienced organizers to gain concrete examples of successful events. • Ensure staff/administration involvement on committees. • Request speaker/displayer recommendations from staff. • Provide recognition to staff involved, e.g. refreshments at meetings, recognition at staff meetings, free lunch at Career Event, letters of appreciation.
3. Lack of student attendance	• Involve students in planning and implementation. • Ensure adequate student preparation. • Use publicity to make the event "a big deal." • Preregister students. • Take attendance in homeroom period, and/or in Career Sessions. • Make the event fun!!
4. Lack of organization	• Start early. • Use a timeline and stick to it. • Delegate.

Challenges	Possible Solutions
5. Inadequate student preparation	• Schedule preparation activities, don't leave them to chance. • Encourage teachers to "talk-up" Career Events. • Include follow-up activities.
6. Timetabling leads to students scheduled into "Alternate" choices.	• Accept this as a reality. • Prepare students by informing them this might happen.
7. Insufficient audio-visual equipment	• Encourage speakers and displayers to bring their own. • Borrow equipment from other schools, Central Office.
8. Speaker no-shows	• Ensure personal contact with speakers. • Organize speaker check-in such that no-shows can be promptly identified, and brought to your attention. • Accept as reality. Have an alternate plan. e.g. Have students go to another session. Have career videos available for viewing.
9. Occupations with limited employment opportunities, e.g. Fish & Wildlife, Dream Occupations such as Entertainers, Artists.	• Include them but ensure speakers address limited employment opportunities.
10. Very popular occupations involve high attendance, e.g. RCMP, Social Services, large postsecondary institutions.	• Schedule in largest rooms available. • Ensure sufficient teacher supervisors for large group (1 teacher/25 students). • Ensure acoustics adequate, use a microphone if necessary.

Other Ideas for Career Events

Career Panels*

Use as individual events or to enhance your Career Event

A career panel is 3-4 speakers representing a Career Cluster, rather than one speaker representing one occupation.

A moderator asks the panelists specific questions including:

- name of occupation
- what they "do" on the job, how it relates to/differs from other panelists' jobs
- employment outlook

Time is allowed for questions.

Advantages:

Students become aware of:

- variety of possibilities for employment within one career area
- variety of levels of education and training required

Considerations:

- plan to schedule a larger number of students into the panel sessions
- choose facility carefully to ensure adequate room and acoustics

Schedule a series of Career Panels throughout the year

Possible Career Panels

Career Cluster	Examples of Areas That Could Be Represented *(Note: Include 3-4 speakers on a panel)*
Careers Related to Law	Legal Clerk Lawyer Probation Officer Police Officer Customs Officer Corrections Officer
Careers in the Skilled Trades	Plumber Electrician Auto Mechanic Heating and Air Conditioning Mechanic

* *See "Suggested Career Planning Resources," p. 64, for more information about Career Panels.*

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Tours

Examples of Possible Tour Sites:

Radio station
Hospital
Fine Arts theatre including set building, costuming
Factory or plant

Considerations:

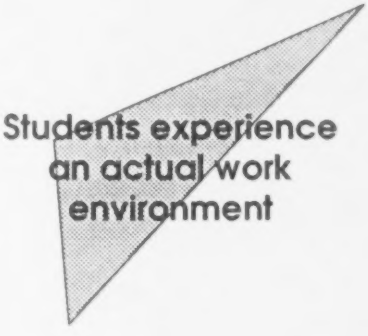
- Plan and confirm tour sites well in advance.
- Schedule tours according to time required to complete tour.
  - may schedule tours for a "double" period.
- Transportation
  - borrow buses from other schools.
  - have qualified staff as drivers. Use same sign-up procedure as for "Teacher Hosts."

Evening Activities

It can be done!

- Good publicity is the key
  - publicize to parents and entire community as well as students.
  - consider inviting a variety of schools and levels of students.
  - ensure presentations and displays will appeal to ages of people attending.
  - news articles are free and may generate more interest than paid advertisements.

Job Shadowing



- Job shadowing involves the on-site pairing of students with workers.
- For more information see the section "Suggested Career Planning Resources," page 64.

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Make it Fun!!

Ideas that have worked!

- "Zelda" reads palms and predicts the future during lunch hour.
- Student groups do skits illustrating career themes.
- The jazz band plays in the foyer to welcome students and guests.
- A Passport to the Future is stamped at each session/displayer.
- Draws are held for door prizes including donated gifts from local merchants.

e.g. Grand Prize

Job shadow of your choice for one day.

or

Acting principal of the school for a day. (Yes, it worked!)

- **Brainstorm other zany ideas!**

_____

_____

_____

_____

_____

_____

_____

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Suggested Career Planning Resources

Available from:
Education Response Centre
Attention: Coordinator of Guidance and Counselling
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Phone: (403) 422-6326

Core Speakers List
This list available at no cost is updated annually and provides names, phone numbers and addresses of people willing to speak about a variety of career areas as well as educational and training programs.

Available from:
Learning Resources Distributing Centre
Alberta Education
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Phone: (403) 427-2767

Career Development for Hearing Impaired Students: A Manual for Use by Teachers and Counsellors (1986) **$1.25 LRDC Order Number: 0XS00094**
This document is intended for use by teachers and counsellors who work with deaf and/or hard-of-hearing students in either a regular classroom or segregated setting. It provides basic, functional information to teachers and counsellors who have had little or no experience in working with students who have impaired hearing.

Career Development Services for Alberta Students: A Manual for School Jurisdictions Containing Policy, Guidelines and Procedures (1984) **$1.50 LRDC Order Number: 0XS00034**
This manual is intended for use by school jurisdictions. It outlines a general model to facilitate the implementation and delivery of effective career development programs and services for the education of all students.

Job Search Information Guide (1986) **$4.10 LRDC Order Number: 0XS00086**
This guide is intended for use with students in grades 9-12. Teachers and counsellors may use it in the teaching of job search skills. It can also be used as a resource for the junior high Health curriculum and the Career and Life Management course.

Job Shadowing: An Exploration of Career Options (1990) **$2.50 LRDC Order Number: 0XS08008**
The focus of Job Shadowing, the central activity in these supplementary materials, and of the 1990 Canada Career Week itself, is on the apprenticeship trades. This resource contains ready-to-use teacher notes and classroom activities for use with students at the junior high level. The resource also addresses some of the special concerns of handicapped students and of girls entering non-traditional occupations.

Mon passeport pour le monde du travail (1988) **$1.75 LRDC Order Number: 1XV00001**
French translation of *My Passport to the World of Work.*

My Passport to the World of Work (1988) **$1.75 LRDC Order Number: 0XF00080**
This kit contains a set of blackline masters and a teacher guide for use at the elementary level. The guide and masters can be photocopied.

It's About Time, Career Development and Employment (1991)
This resource provides information regarding all postsecondary institutions in Alberta and the various programs they offer.

Self-Assessment, A Guide for Alberta High School Students, Alberta Education (1986) **$1.75 LRDC Order Number: 0XS00098**
Provides a variety of self-assessment activities for senior high school students facilitating self-awareness and career planning.

Available from:
The Centre for Career Development Innovation
9359 - 67A Street
Edmonton, Alberta
T6H 1R7
Phone: (403) 466-6633

Career Counselling Strategies (1991) **($15)**
Provides a five-step model of career counselling. Lists resources and some activities to be used with each step.

Assessment in Career Counselling (1988-89) **($30)**
Discusses types and effective uses of assessment instruments. Covers basic statistics, interpreting and integrating assessment data with clients.

Theories of Career Development (1987-88) **($30)**
An introduction to various trait and factor "process" (or developmental) and "composite" approaches. Procedures for evaluating and implementing theory into practice.

Career Travels: Planning a Successful Trip (1992) **($10)**
Developed for visual learners. Covers knowing yourself, knowing what also might satisfy you, deciding, action planning and job search skills. Class sets available.

CALM Down (1989) **($20)**
A teacher's handbook for effectively teaching the Career and Life Management 20 Curriculum.

Ready, Set, Goals! Communication and Attitudes for the Workplace (1992) **($10)**
Employability material developed for visual learners.

Videotapes available from:
ACCESS Network
Materials Resource Centre
295 Midpark Way S.E.
Calgary, Alberta
T2X 2A8
Phone: (403) 256-1100 or 1-800-352-8293

Contact ACCESS for information regarding cost and availability.

Harriet's Magic Hats
Three series, 36 tapes, on specific occupations.

Career Planning for Special Needs Students: No Limits, No Boundaries (1983,1989)
The aim of this videotape series is to motivate, and to provide support and guidance in career planning for senior high school students who are members of identified special needs groups. These groups include students with physical handicaps, the educable mentally handicapped, talented and gifted students, Natives (status Indians, non-status Indians, Metis, Inuit), the deaf and hearing impaired, and female students faced with gender-role stereotyping.

Titles:

1. Career Opportunities: What Do You Want to Be	2778-01
2. Career Planning: Where Are You Going	2778-02
3. Self-Assessment: Who Are You	2778-03
4. Occupational Research: What Can You Do	2778-04
5. Career Planning for the Deaf: What Are Your Options	2778-05
6. Attention: Women at Work	2778-06
7. Attention: Women At Work (French version)	2778-07

Available from:
The Guidance Centre
712 Gordon Baker Road
Toronto, Ontario
M2H 3R7
Phone: (416) 590-7989
Fax: (416) 590-7910

Career Panels, An Alternative to Career Days, Janice Rae-Coles, Guidance Centre OISE Publishing, The Ontario Institute for Studies in Education (1990)
Discusses the value of Career Panels as an alternative to individual Career Speakers. Describes how to organize Career Panels and gives extensive examples of possible panels.

Career Workbook Series (1985), The Governing Council of the University of Toronto. Available through the Guidance Centre.
Book 1 Who Am I
Book 2 Different Occupations, Different Satisfactions
Book 3 The Job for Me
Book 4 Preparing for the Job
Book 5 Getting the Job
A series of workbooks addressing various aspects of Career Planning for senior high school students.

Other Resources:

Careers and Me, Grades K, 1 and 2
Betty Lang, (1978), Teachers
P.O. Box 398, Manhattan Beach, CA, 90266
Provides a variety of career awareness activities for lower elementary students.

Career Workbook, Grades 3, 4, 5
Carol R. Witte, (1978), Teachers
P.O. Box 398, Manhattan Beach, CA, 90266
Includes a variety of career awareness activities for upper elementary students.

Career Capers
Mary Landis Malone, (1977), Teachers
P.O. Box 398, Manhattan Beach, CA, 90266
Features activities and puzzles fostering career awareness for elementary and junior high school students. Includes a brief "How to Plan a Career Day" section.

At Least a Thousand Things to Do
Cherrie Farnette, Imogene Forte, Barbara Loss, (1977)
Incentive Publications, Nashville, Tennessee
Made up of reproducible, high interest, low vocabulary career awareness activities.

Appendix - Sample Application Form Alberta Career Days

Students in Grades 9-12 may choose, with school board approval, to participate in Alberta Career Days. The advantage of this is inclusion in a provincial schedule of Career Days drawn up by Alberta Education and involving all Alberta postsecondary institutions. A list of core speakers is also made available to schools. The ACD program is intended mainly for rural high schools with some urban involvement.

Application is hereby made to host an Alberta Career Day (ACD) during the Fall of 1992.

1. Preferred Dates: First Choice _____
   Second Choice _____
   Third Choice _____

2. List dates that are definitely not suitable for an ACD (e.g. professional development days, parent/teacher interview dates, etc.): _____

3. ACD Coordinator: _____

   Phone #: _____ Fax #: _____

4. School: _____

   Address: _____

   Phone #: _____ Fax #: _____

   Principal: _____

5. Superintendent: _____ Zone: _____

   School Jurisdiction: _____

   Address: _____

6. Other centres verifying participation with your school:

   _____

   _____

7. Number of students anticipated to be in attendance: _____

   Grade level of these students (check one)
   Grades 9-12 _____ Grades 10-12 _____ Grades 11-12 _____ Grade 12 only _____

8. Copy of board motion or a letter from superintendent of schools indicating approval to host an Alberta Career Day is attached: Yes _____ No _____

Please forward completed application before March 16, 1992 to: Garnet Millar, Coordinator, Guidance and Counselling, Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2.

Once the completed application form is received at the Education Response Centre, a detailed agenda of a planning/information meeting will be mailed to you.

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